DOCUMENT RESUME

ED 369 193 EC 302 920

| | |
|---|---|
| TITLE | State Incentive Grant High School/State Incentive Grant. Staff Development Program (SIG) 1992-93. OREA Report. |
| INSTITUTION | New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment. |
| PUB DATE | [93] |
| NOTE | 53p.; For a related document, see EC 302 921. The evaluation was conducted by the Student Progress Evaluation Unit. Appendices C and D have small, smudged type. |
| AVAILABLE FROM | Student Progress Evaluation Unit, 110 Livingston, St., Room 734, Brooklyn, NY 11201. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Disabilities; High Schools; *Incentive Grants; Inservice Education; *Inservice Teacher Education; Paraprofessional School Personnel; Participant Satisfaction; Professional Development; *Program Effectiveness; Program Evaluation; *Staff Development; State Aid; Workshops |
| IDENTIFIERS | New York City Board of Education |

ABSTRACT

The goal of the High School/State Incentive Grant (SIG) Staff Development program of the New York City Board of Education in 1992-93 was to increase the knowledge levels and competencies of teachers and paraprofessionals assigned to special education classes, by offering a variety of training options for all eligible personnel. The program was evaluated through observation of workshops and participant surveys. Workshops covered such topics as desktop publishing, science curriculum, creative writing, the use of digraphs in teaching word sounds, coping with stress, and stress management. The ratings of the observing evaluator and the participants were high. A follow-up survey of participants revealed that their workshop experiences were applied in the classroom and were beneficial to them and/or their students. A survey of members of the District Advisory Committees, which implemented the staff development program, identified strategies, practices, and policies that impacted on SIG participation. The dissemination of interest inventories to special education staff and the distribution of SIG flyers and schedules were the most commonly used strategies. Factors that had the most positive impact on participation were per session rate workshops, centrally located workshops, and popular topics. Factors having a negative impact were workshops without reimbursement, trainee rate workshops, and workshops scheduled during school hours. Recommendations for program improvement are offered. Appendixes provide more detailed study results. (JDD)

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ED 369 193

# OREA Report

## STATE INCENTIVE GRANT

High School/State Incentive Grant

Staff Development Program

(SIG)

1992-93

EC 302920

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STATE INCENTIVE GRANT

High School/State Incentive Grant

Staff Development Program

(SIG)

1992-93

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## SUMMARY

The goal of the High School/State Incentive Grant (SIG) in 1992-93 was to increase the knowledge levels and competencies of teachers and paraprofessionals assigned to special education classes by offering a variety of training options for all eligible personnel. SIG provided $1,196,078 during the 1992-93 school year.

The Office of Research, Evaluation, and Assessment's (OREA's) evaluation of SIG training in 1992-93 focused on a select group of 22 workshops held in 1991-92 and 1992-93. An OREA evaluator observed six high-priority workshops in the early spring of 1993, and administered a questionnaire to the participants after the workshops.

The ratings of the evaluator and the participants were high. In addition, 90 percent of the participants said that the workshop they selected from among the many options was their first choice. A follow-up survey of these participants revealed that their workshop experiences were applied in the classroom and were beneficial to them and/or their students.

Another evaluation of SIG activities held in 1992-93 was based on a similar follow-up survey of participants in 11 lower priority workshops. The quality of the training received high ratings by most of the respondents. They also indicated that they made use of their workshop experiences, that the training impacted positively on their behavior, and that it led to some instructional changes.

OREA also surveyed a sampling of 1991-92 SIG workshop participants.The outcomes were essentially the same as findings in the survey of 1991-92 SIG participants.

Finally, OREA conducted a survey of Central DAC members to identify the strategies, practices and policies that impacted on SIG participation. The dissemination of interest inventories to special education staff and the distribution of SIG flyers and schedules were the most commonly used strategies. Factors that had the most positive impact on participation were per session rate workshops, centrally located workshops and popular topics. Factors impacting negatively were workshops without reimbursement, trainee rate workshops, and workshops scheduled during school hours.

Based on these findings, OREA concludes that the High School SIG staff development program in 1992-93 was successful. OREA recommends that the program be continued next year with the following specific recommendations:

respond to the interest shown in stress management and computer competence by expanding hands-on training and practice opportunities in these areas;

provide more attention to on-site reinforcement of strategies and skills obtained in SIG training to improve the effectiveness of the implementation process;

encourage schools to make available and/or provide access to computer hardware and software for teachers trained in computer workshops; and

increase the incentive for special education staff to participate in SIG staff development by responding to the evaluation findings on the factors that impact negatively on SIG enrollment.

ACKNOWLEDGEMENTS

This report has been prepared by the Office of Research, Evaluation and Assessment, Student Progress Evaluation Unit, under the direction of Henry Solomon. Milton Chaikin served as project coordinator.

Thanks are due to Regina Zacker, Deputy Director of Special Education Operations, and the high school district DACS, whose assistance and cooperation during the course of the project was very helpful.

This report could not have been completed without the participation of David Miller for data collection, and in particular Abe Strum who conducted the workshop observations. And thanks to Carol Meyer for her editorial comments and suggestions.

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# I. INTRODUCTION

## PROGRAM BACKGROUND

The High School/State Incentive Grant (H.S./SIG) Staff Development program was begun in 1986-87 by the Division of High Schools to improve the quality of instruction for students with handicapping conditions by providing high school special education teachers and paraprofessionals with an intensive staff development program that is participant-driven and implemented through District Advisory Committees (DACs).

In 1990-91, OREA's evaluation examined the staff development activities in each high school superintendency. The evaluation revealed that, overall, the program's objectives were achieved: a large percentage of the participants gave the training high ratings for effectiveness and reported that their staff development experiences were useful for classroom purposes.

In 1991-92, OREA's evaluation covered both district and citywide training options. Overall, a high percentage of the participants in the district-based options gave high ratings with respect to effectiveness of training, its usefulness and applicability in the classroom, and its impact on student performance. In the citywide training options, two-thirds of the Leadership program participants were pleased with their students' exposure to various forms of art and culture in New York City. A retrospective survey of participants in some of the previous year's SIG training options found that a large number of respondents were using aspects of the training in their schools,

and many had adopted changes in their approach to students as a result of this training.

PROGRAM STRUCTURE FOR THE CURRENT YEAR

In 1992-93 a State Incentive Grant in the amount of $1,196,078 was allocated to the high school districts to continue to provide district-based, participant-driven professional development opportunities for eligible special education teachers and paraprofessionals, implemented through the high school DACs. Overall, the responsibility for the coordination of H.S./SIG was assumed by the Deputy Director of Special Education Operations. A Central Advisory Committee, representing the six DACs, met regularly with the Deputy Director to review and share ongoing SIG activities citywide, and to discuss and implement program changes.

SIG GOALS AND OPTIONS IN 1992-93

The general goal of the H.S./SIG project in 1992-93 was to provide teachers and paraprofessionals assigned to special education classes with opportunities to increase their knowledge level and instructional competencies, in order to improve performance by students with handicapping conditions. Specifically, the training program offered up to 30 hours of voluntary staff development options for each eligible teacher and 15 hours for each eligible paraprofessional. The SIG training program offered many options, with a variety of delivery models, including full-day conferences, after-school workshops, graduate courses, education consultant services, and intervisitations.

## EVALUATION METHODOLOGY

The OREA evaluation consisted of the following components:

### 1992-93 High Priority Workshops

- At OREA's request, each of the six Central DAC Committee representatives selected one district-based high priority staff development activity for evaluation. An OREA evaluator observed these activities, and then administered a questionnaire to participants immediately after the workshops.

- Three months later the evaluator disseminated a follow-up survey to the participants to determine the extent to which the training was being implemented in their schools. Sixty-nine participants responded to this survey.

- A second sample of staff development workshops in 1992-93 was evaluated by an OREA follow-up survey. The primary purpose of this survey was to determine the extent to which aspects of the training were implemented, and the aspects of the training that were most useful to the teachers, paraprofessionals, and related service providers (RSPs). The workshop sample included two training options in each high school superintendency that representatives deemed second and third priority staff development activities. One hundred thirty-eight participants responded to this follow-up survey.

### 1991-92 Follow-Up Survey

- The Central DAC Committee representatives selected one course or workshop in their districts from the 1991-92 SIG professional development options. OREA disseminated a follow-up survey to obtain implementation data. Over one hundred-five participants (105) responded to this survey.

### Survey of Central DAC Members

- Finally, evaluators sent a survey to Central DAC members to collect information and ideas about the efforts made in their districts to encourage special education staff to enroll in the SIG staff development program in 1992-93. This data helped to clarify the DAC members' role in the recruitment process, and provided suggestions for strategies for increasing the number of SIG participants.

## EVALUATION QUESTIONS

The 1992-93 SIG evaluation was designed to provide answers to the following questions:

- What did participants in selected 1992-93 district-based training options think about the quality of their training, and what benefits did they ascribe to these programs?
- To what extent did the respondents from selected 1992-93 district-based training options apply the knowledge they obtained from their training?
- To what extent did the respondents from selected 1991-92 district-based training options apply the knowledge they obtained from their training?
- What strategies did the Central DAC Committee members use to encourage teachers and paraprofessionals to participate in SIG activities, and what factors impacted positively and negatively on enrollment?

## SCOPE OF THIS REPORT

Chapter II of this report presents the findings obtained from observations of selected district-based workshops, and surveys of the participants. It also presents the findings of the follow-up surveys of teachers, paraprofessionals and RSPs who participated in SIG in 1991-92 and 1992-93, and discusses the views of the representatives from six DACs regarding recruitment strategies. Chapter III presents OREA's conclusions about the overall effectiveness of SIG in 1992-93 and offers recommendations for SIG in 1993-94.

## II. FINDINGS

The material following presents OREA's findings for two groups of staff development workshops in 1992-93, plus a follow-up survey of participants in 1991-92 workshops and a survey of Central DAC members. Table A-1 lists the 22 workshops that were studied in the course of the evaluation. One cautionary note: The results of the follow-up surveys need to be tempered by the poor participant response overall. Of the 22 workshops surveyed, there was a return of 75 percent or more from participants in only five workshops (see tables A,B, and C in appendix B).

### HIGH PRIORITY STAFF DEVELOPMENT ACTIVITIES IN 1992-93

In early spring 1993, OREA evaluators examined six district-based high priority SIG staff development activities through observations, a questionnaire, and a follow-up participant survey. Brief overviews of the evaluation findings appear below.

### Observation of Workshops

Desktop Publishing workshop. Five teachers, two para-professionals, and one coordinator from Brooklyn schools were observed in a training session on the use of Desktop Publishing, a computer program in WordPerfect (see Table B-1). The workshop leader demonstrated a number of different desktop publishing operations, and participants followed the process on their own computers. The participants were responsive and highly motivated. The activity received the highest overall rating

(seven*) from the OREA evaluator.

Science workshop. Nine teachers and one paraprofessional from Manhattan schools were observed in a science workshop (see Table B-2). The purpose of this session was to develop strategies to improve the quality of the science curriculum for special education students. After explaining the theory of a concept map, the workshop leader brainstormed with the group, and guided them in the development of their own science concept maps. The workshop leader was responsive to questions and participants were actively involved. The workshop received the highest overall rating (seven) from the OREA evaluator.

Creative writing workshop. One teacher trainer (assisted by a classroom teacher), and 17 special education students from Grover Cleveland High School in Queens were observed in a demonstration lesson on how to write an original play (see Table B-3). The theme of the lesson was "How well we remember." After choosing specific character roles to read, students analyzed their stories and responded to the trainer's questioning. Students were given clues (e.g., actions, details, feelings) to help their recall. The teacher trainer showed good communication skills and a sense of humor. The activity received the highest overall rating (seven) from the OREA evaluator.

Starting Over workshop. One trainer, nineteen teachers, three RSPs, and one paraprofessional from Bronx schools were

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* All of the observer's ratings were based on a seven-point Likert scale from negative (1) to positive (7).

observed in a workshop on the use of digraphs in teaching the sounds of words (see Table B-4). Guide words and their digraphs from a literary program called Starting Over provided examples for use in various instructional activities (i.e., review, vocabulary study, taking tests, etc). The leader was able to successfully communicate a difficult topic to the workshop participants. The activity received an overall rating of six from the OREA evaluator.

How to Cope with Stress workshop. One trainer, and 21 teachers from BASIS schools were observed in a workshop on coping with stress (see Table B-5). The emphasis was on reducing stress by raising one's self-esteem. Although the participants were given ample opportunities to ask questions, make comments, and offer suggestions, they had few opportunities to practice the relaxation exercises. Unfortunately, the session was scheduled in an uncomfortable training environment. As a result, the workshop received an overall rating of five by the OREA evaluator.

Stress Management workshop. One trainer, 51 teachers, 26 RSPs, 18 administrators, and 7 paraprofessionals from Alternative high schools were observed in a stress management workshop (see Table B-6). Participants engaged in a series of exercises taken from a manual on stress reduction solutions. This provided a variety of strategies for dealing with common stress producers. Relaxation techniques taught and practiced by the participants included breathing, stretching, and imagining. The presentation,

sprinkled with pertinent anecdotes, was handled with skill and good humor by the trainer. The activity received an overall rating of six from the OREA evaluator.

Workshops Participant Questionnaire

Immediately after each workshop observed by an OREA evaluator, the evaluator administered a questionnaire to workshops participants. The findings of these questionnaires are presented below.

Respondents' evaluation of workshops. The ratings of the 1992-93 workshops by workshop participants were consistent with the observation ratings by OREA evaluators. Ninety-three teachers, 25 paraprofessionals, 21 administrators, and 27 others (i.e., counselors, social workers, psychologists, teacher trainers, etc) from schools in six high school superintendencies rated seven aspects of the training experience on a five-point Likert scale. The overall quality of the training was high (4.8). Aspects of the training and their respective ratings are listed in Table 1.

Table 1

Overall Ratings of District-Based Workshops by Survey Respondents

| Aspects of Training | Mean Ratings[a] (N=166) |
|---|---|
| Topics fully covered | 4.8 |
| Organization of training sessions | 4.8 |
| Appropriateness of content of training | 4.7 |
| Effectiveness of presentations | 4.7 |
| Helpfulness of materials | 4.5 |
| Opportunities to ask questions | 4.3 |
| Overall quality of training | 4.8 |

[a] Ratings are based on a five-point Likert scale from 1 = low to 5 = high.

- All aspects of the training received uniformly high ratings from workshop participants.

Participant's intentions regarding use of training. About one-third of the respondents said they would implement a variety of stress reduction techniques. This was not surprising since two of the six workshops dealt with this topic. Another one-third of the respondents were less specific, saying they would implement **all** aspects of their training. Various workshop participants said that they would do the following:

Coping With Stress Workshop

- Implement the mirror works method
- Use time management skills
- Enhance my own self-esteem

Stress Management Workshop

- Teach relaxation techniques

- Address stress in my home life
- Help students establish priorities in their life

Desktop II Workshop

- Create a magazine with my students
- Teach students how to use graphics in Word Perfect

Science Workshop

- Teach students how to use Concept Mapping in my science class

Starting Over Workshop

- Improve reading, writing, and vocabulary skills of my students
- Help students read better by using decoding skills
- Improve auditory discrimination in my speech lessons

Creative Writing Workshop

- Write plays with my students

Selection of workshop options. Ninety percent of the survey respondents said that the workshop they participated in was their first choice. About half said they selected their option to enhance their professional development. Another 26 percent said their selections were made to improve their teaching skills and/or student performance. Table 2 summarizes the various reasons given by respondents.

Table 2

Reasons Participants Selected Workshop Options

| Reasons | Percent of Respondents (N=162) |
|---|---|
| To enhance professional development | 49% |
| To improve teaching skills | 18 |
| Workshop sounded interesting | 10 |
| To improve student performance | 8 |
| To improve student behavior | 4 |
| Other | 11 |

Need for additional training. Close to 50 percent of the respondents indicated a need for additional training. Of these, 72 percent asked for additional opportunities to practice the skills and implement the knowledge they received in the workshops.

Fifty-three percent of the respondents answered the question on what subject matter they would like offered in SIG next year. Many topics were requested, but those noted most frequently appear in Table 3.

Table 3
Topics Requested by Respondents

| Subject | Percent |
|---|---|
| Stress management | 20.5% |
| Self-improvement | 10.2 |
| Computer training | 10.2 |
| Behavior management | 8.0 |
| Other | 52.1 |

Follow-up Survey of 1992-93 High-Priority Workshop Participants*

Three months after the workshops were concluded, follow-up surveys were sent to 160 of the participants in high priority workshops to determine the extent to which the 1992-93 training was being implemented in the six high school superintendencies. Forty-two percent (N=68) of the participants responded to the following questions:

1. What aspects of the training were of greatest value?
2. What changes/improvements have they made in their instructional program?
3. Has their classroom behavior changed in any significant way as a result of the training?

Participants' responses are summarized in Table C-1 in the appendix. While the answers in some cases were not relevant to the intent of the questions, many respondents did say that their workshop experiences were used and were beneficial to them and/or to their students. One teacher, for example, had learned to be

* Identification of workshops and numbers of respondents appear in the chart of follow-up surveys in Appendix A.

more calm and relaxed and was now able to deal more effectively with aggressive student behavior. Other changes included increased concern about students' behavior and a more positive attitude about students' needs. Some respondents were vague in describing the improvements in their instructional programs. This may have been due in part to an incorrect interpretation of the term "instructional program".

FOLLOW-UP SURVEY OF LOWER PRIORITY WORKSHOPS IN 1992-93

OREA evaluated a second sampling of the 1992-93 workshop participants. The sample included two different workshops in each high school superintendency considered of lower priority by the Central DAC representatives. A total of 138 participants responded to the survey. The primary purpose of this survey was to determine the extent to which the respondents applied the knowledge and skills acquired from the SIG training in 1992-93. In addition, respondents were asked to rate their training experiences that year. The results of the surveys are presented in Table C-2 in the appendix, and discussed below.

Survey respondents reported participating in one to 15 training sessions: 45 percent attended 1-2 sessions and 28 percent attended 3-4 sessions. Respondents's ratings of the quality of the training ranged from three to five*, and produced an overall mean of 4.5.

Many respondents indicated that they made use of their

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* Ratings were based on a five-point Likert scale from negative (1) to positive (5).

workshop experiences, that it impacted positively on their behavior, and that it led to some instructional changes. The specific aspects of the training considered to be of greatest value, and the changes that reportedly took place in the classrooms varied according to the nature of the workshop topic, as can be seen in Table C-3.

FOLLOW-UP SURVEY OF SIG TRAINING IN 1991-92

In addition to studying SIG staff development activities in 1992-93, OREA also surveyed a sampling of participants in SIG workshops taking place during the 1991-92 school year*. A total of 104 participants responded to the follow-up survey. The primary purpose of the survey was to determine the extent to which the workshop participants applied the knowledge and skills they obtained from the SIG training in 1991-92. In addition, respondents were asked to rate their training experiences that year.

Results of the 1991-92 Follow-up Survey

Survey respondents reported participating in anywhere from one to eight training sessions: 41 percent attended 1-2 sessions and 40 percent attended 3-4 sessions. The percentage of participants who responded to the survey in the five workshops ranged from a low of 37 percent to a high of 75 percent (see Table C-3). The quality of the training was rated 4.2 on a 5-

* These workshops were selected by Central DAC representatives. Due to mailing problems, none of the surveys sent to five workshop participants in the Alternative high school superintendency were returned.

point scale, ranging from 1=low to 5=high. Many respondents indicated that they made use of their workshop experiences, that the training impacted positively on their behavior, and that it led to some instructional changes. The specific aspects of the training they considered to be of greatest value, and the changes that reportedly took place in the classrooms, varied according to the nature of the workshop topic. Consequently, these data could not be generalized, but can be seen in Table C-3 of the appendix.

SURVEY OF CENTRAL DAC MEMBERS

In response to a concern expressed by some Central DAC members that more should be done to enlist the participation of special education teachers and paraprofessionals in SIG staff development activities, OREA conducted a survey of Central DAC members. The survey identified the strategies used by Central DAC members, school liaisons, and other school and district staff to encourage teachers and paraprofessionals to consider the SIG training options and select one or more of the offerings. It also elicited positive and negative factors that appeared to impact on SIG participation, as well as the pedagogical areas that engendered the greatest interest. Finally, the survey identified policies and practices that have impeded SIG participation. Survey results are summarized in Table D-1 of the appendix.

Strategies to Encourage Staff Participation

A number of different strategies have been used to encourage teachers and paraprofessionals to participate in SIG activities.

Mentioned most frequently in the survey were the interest inventories disseminated to all special education staff in the spring through the school SIG liaisons, and the distribution of SIG workshop flyers and schedules to special education departments. Other strategies mentioned by respondents were the involvement of special education assistant principals in the distribution of surveys and workshop information about SIG staff development options.

Factors Impacting on SIG Enrollment

Central DAC members noted a number of factors that had a positive impact on SIG staff development enrollment. Mentioned most often were per session rate workshops (better than trainee rate), centrally located workshops, and popular topics such as child abuse and crisis intervention. The factors having a negative impact on participation were workshops without reimbursement (less important with interesting topics), trainee rate workshops, and poor promotion at some schools.

Most Popular Pedagogical Areas

Significantly, the SIG workshops with the greatest enrollments this year matched the topics mentioned as the most popular in the survey of Central DAC members. They included workshops on the use of computers, on behavior and stress management and on the adaptation of subject area courses.

Sharing Plans and Ideas by DACS

The monthly meeting of the Central DAC Committee served as a primary forum for sharing plans and ideas between Central DAC

members. A unique and constructive sharing experience was the Bronx district's culminating "Share Your Success Conference", where School Advisory Committees described highlights of their SIG programs, and offered DACs from other districts an opportunity to report on innovations and successful training programs for staff, students, and parents.

Policies and Practices Impeding SIG Participation

The survey of Central DAC members identified some policies and practices that impeded SIG participation. The trainee rate again came in for criticism, suggesting that such reimbursement offers insufficient incentive for some staff to participate. SIG workshops scheduled during school hours was also a problem in cases where the school administration was unwilling or unable to release staff for this purpose.

## III. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The general goal for the H.S./SIG project in 1992-93-to provide teachers and paraprofessionals assigned to special education classes to increase their knowledge level and instructional competencies-was largely achieved.

Overall, a high percentage of participants in the district-based workshops evaluated by OREA gave high ratings to the quality of the training, and indicated that they were implementing a variety of methods and skills in the classroom. The areas of interest expressed by many respondents were stress management, self improvement, computer training, and behavior management. A follow-up survey of the six workshop participants observed by OREA evaluators suggested that their training was beneficial to them and their students.

A retrospective survey of participants in SIG training in 1991-92, and a second sample of 1992-93 workshops, produced positive data about the application of workshop experiences, the impact on teacher classroom behavior, and the implementation of some instructional changes.

However, it needs to be reiterated that the results of the three follow-up surveys should be interpreted with caution, in light of the poor participant response overall.

A survey of Central DAC members indicated that positive factors used to encourage staff participation were the interest inventories disseminated to all special education staff through

school SIG liaisons, distribution of flyers and schedules to special education departments, a per session rate, centrally located workshops, and popular topics. Factors impacting most negatively were workshops without reimbursement, trainee rate workshops, poor promotion of SIG on the school level, and workshops scheduled during school hours.

Recommendations

The findings and conclusions in this report indicate that SIG staff development should be continued next year, with the following specific recommendations for those planning the programs:

- respond to the interest shown in stress management and computer competence by expanding hands-on training and practice opportunities in these areas;
- provide more attention to on-site reinforcement of strategies and skills obtained in SIG training to improve the effectiveness of the implementation process;
- encourage schools to make available and/or provide access to computer hardware and software for teachers trained in computer workshops; and
- increase the incentive for special education staff to participate in SIG staff development by responding to the evaluation findings on the factors that impact negatively on SIG enrollment.

## APPENDIX A

## CHART OF FOLLOW-UP SURVEYS ADMINISTERED BY OREA

Table A-1

**H.S. SIG Follow-up Survey Chart**

| Survey Group | Workshops | # Resp. | District |
|---|---|---|---|
| 1992-93 Follow-up Survey of Observed Workshops | Coping with Stress | 9 | BASIS |
| | Stress Management | 33 | Alt |
| | Desktop Publishing | 4 | Bklyn |
| | Starting Over | 16 | Bronx |
| | Workshop in Science | 5 | Man |
| | Creative Writing* | 1 | Queens |
| 1992-93 Follow-up Survey of Second Sample of Workshops | Computer Workshop | 6 | Bklyn |
| | Polaroid Workshop | 21 | BASIS |
| | Crisis Without Violence | 22 | Queens |
| | Conflict Resolution | 10 | Man |
| | Self Esteem | 27 | Bronx |
| | Computer Technology | 7 | Bronx |
| | Poets in Public Service | 8 | Man |
| | Orton Society | 4 | Alt |
| | Team Conferencing | 21 | Queens |
| | Resource Room Series | 6 | BASIS |
| | Math Workshop | 2 | Bklyn |
| 1991-92 Follow-up Survey | Caribbean Literature | 10 | Bklyn |
| | Multi-Media in the Classroom | 41 | Bronx |
| | Multi-Cultural Workshop | 13 | Man |
| | Learning Styles | 15 | Queens |
| | Study Skills | 25 | BASIS |
| | 22 | 306 | |

* This was not a typical workshop in that it consisted of one-on-one training involving a teacher trainer, a classroom teacher, and her students.

# APPENDIX B

# SUMMARIES OF OBSERVATIONS OF

# SIX 1992-93 HIGH PRIORITY H.S. SIG WORKSHOPS

Table B-1
Desktop Publishing (Computer) Workshop
Summary of Observation (Leader and 9 Teachers)

| Training Focus | Description of Training Activity | Leader's Presentation | Participants' Responses |
|---|---|---|---|
| • Using Word Perfect for computer graphic operations. | • Demonstration and hands-on workshop<br><br>• Large computer monitor used to demonstrate Desktop II publishing program<br><br>• Participants performed each demonstrated operation on their own computers<br><br>• Participants learned how to create computer files with graphics, locate and retrieve graphic files, and manipulate two screens | • Presentation clear and concise<br><br>• Provided individual assistance to participants<br><br>• Had a question and answer period<br><br>• Had a very good sense of humor<br><br>• Had good rapport with participants<br><br>• Extremely sensitive to needs and abilities of participants | • Participants very motivated and responsive<br><br>• Numerous questions were asked |

Table B-2
Science Workshop
Summary of Observation (Leader, 9 Teachers and 1 Paraprofessional)

| Training Focus | Description of Training Activity | Leader's Presentation | Participants' Responses |
|---|---|---|---|
| • Strategies for better understanding of Science curriculum<br><br>• Development of a concept map | • Through use of brainstorming and hands-on experiences, participants developed a concept map in science<br><br>• Divided into pairs, the group developed their own concept map from the words "Food Chain"<br><br>• Participants assessed the value of their maps - in particular, as a cooperative learning experience | • Presentation was clear and concise<br><br>• Leader very responsive to questions<br><br>• Excellent hand-out material explained, and samples of concept map provided<br><br>• Leader was knowledgeable<br><br>• Presentation contained all the elements of a good lesson | • Participants were actively involved<br><br>• Many questions were asked |

Table B-3
Creative Writing Workshop
Summary of Observation ( 2 Teachers, 17 students)

| Training Focus | Description of Training Activity | Leaders' Presentation | Participants' Responses |
|---|---|---|---|
| • To analyze original plays written by students | • Teacher trainer, assisted by classroom teacher, taught two special education classes how to write an original play<br><br>• Students used recipes (instructions) to analyze their stories (read them orally)<br><br>• Students chose specific character roles to read, followed by responses to trainer's questions about the play<br><br>• Students' were given clues (e.g., action, details, feelings) to help them recall events in stories.<br><br>• Follow-up assignment consisted of writing a story using guide words | • Excellent motivation and skillful questioning<br><br>• Entire group was involved in class discussion<br><br>• Presentation was clear and concise<br><br>• Teacher very sensitive to students' needs and abilities<br><br>• Individual attention was given to each student<br><br>• Trainer had good communication skills and sense of humor<br><br>• Good coordination between trainer and teacher | • Students were very responsive and motivated<br><br>• Students were animated in the reading of plays<br><br>• Students were actively involved in the lesson |

Table B-4
Starting Over Workshop
Summary of Observation (1 leader, 19 teachers, 1 paraprofessional, 3 RSPs)

| Training Focus | Description of Training Activity | Leader's Presentation | Participants' Responses |
|---|---|---|---|
| • What are the digraphs that produce brand-new sounds? | • Through the use of guide words, trainer showed how digraphs (2 vowels) can be used to learn sounds of words<br><br>• Trainer explained rules for pronunciation of vowels in each guide word<br><br>• Students identified sounds in words through use of digraphs<br><br>• Examples of digraphs were taken from the text, Starting Over<br><br>• Participants were shown how to use guide words and their digraphs in classroom activities | • Leader was well liked and knowledgeable<br><br>• Leader was able to get across to participants a difficult topic<br><br>• There was an over-reliance on the lecture mode<br><br>• A more varied approach would have been more effective | • Group was responsive and attentive<br><br>• Many questions were asked regarding how to teach the subject |

Table B-5
How to Cope With Stress Workshop
Summary of Observation (Leader, 21 teachers)

| Training Focus | Description of Training Activity | Leader's Presentation | Participants' Responses |
|---|---|---|---|
| • How to cope with stress | • Worksheets with activities designed to demonstrate how to cope with stress were distributed<br><br>• A discussion consisting of questions and answers was held after each exercise<br><br>• Emphasis of discussion was on raising self-esteem as a means of coping with stress<br><br>• The reinforcement of the mirror-image technique and other techniques were shared with the group | • Presentation was largely lecture<br><br>• Training environment was uncomfortable<br><br>• Considering the topic, the omission of role play was a serious deficiency<br><br>• Presentation was clear and concise | • Participants supported the leader with good comments on suggestions offered<br><br>• Participants commented on their discomfort in the auditorium |

Table B-6
Stress Management Workshop
Summary of Observation (Leader, 51 tchrs, 26 RSPs, 18 admin, and 7 paras)

| Training Focus | Description of Training Activity | Leader's Presentation | Participants' Responses |
|---|---|---|---|
| • Stress reduction techniques | • Causes of stress and ways to overcome stress was explained in detail by presenter<br><br>• Manual on Stress Reduction Solutions was distributed to participants<br><br>• Stress reduction exercises from manual were completed by participants and reviewed by presenter<br><br>• Participants employed relaxation techniques, i.e., breathing exercises, stretching, imagination, etc.<br><br>• Participants did a self-audit analysis of their personal stress after viewing a slide presentation | • Presentation was very skillful<br><br>• Effectiveness of presentation was enhanced by frequent use of humor and anecdotes<br><br>• Session was of enormous benefit to participants provided that this results in reduced stress on the job | • Participants were very responsive to the presenter<br><br>• Participants asked many questions |

Table C-2
Follow-up Survey of Lower Priority District-Based SIG Workshops: 1992-93
Implementation of Training
N=138

| Workshop<br>Number of Respondents | Percent Participant Return | Aspects of Training of Greatest Value to Respondents | Changes/Improvements in Instructional Program | Changes in Respondents' Behavior |
|---|---|---|---|---|
| Computer Workshop (N=6) | 38 | 1. Learning Word Perfect.<br>2. Creating newsletters and labels. | 1. Used to motivate development of writing skills on computer. | 1. More confident in working with students in computer lab. |
| Polaroid Workshop (21) | 66 | 1. Learning how to use Polaroid in various subject areas--to motivate writing and multi-sensory approach.<br>2. Learning how to use/operate Polaroid camera/equipment. | 1. No changes (56%).<br>2. Changes in room arrangement.<br>3. Students taking pictures.<br>4. Lesson plans include more hands-on activities. | 1. Look at all students as subjects to be photographed.<br>2. Having more fun teaching. |
| Crisis Without Violence (22) | 57 | 1. Learning how to deal with /approach students in crisis situations.<br>2. Self-defense/protective techniques. | 1. Arrangement of room furniture to allow freedom of movement.<br>2. More aware of proper use of body language in dealing with angry students. | 1. Improved relationships with students.<br>2. Less confrontational with students.<br>3. More confident in working with difficult students. |
| Conflict Resolution (10) | 36 | 1. How to deal with and prevent conflict situations.<br>2. Application of mediation techniques in the classroom. | 1. Using some crisis intervention techniques.<br>2. Using more video material to teach conflict resolution. | 1. Listening more to students.<br>2. Less confrontational.<br>3. More patient and understanding. |
| Self-Esteem (27) | 46 | 1. Activities/Strategies/Methods for developing self-esteem.<br>2. Sharing experiences with others.<br>3. Well-organized/prepared presenter. | 1. Using concepts/activities/strategies with students in variety of classroom situations.<br>2. Using praise/positive reinforcement.<br>3. Using small group instruction. | 1. Looking at students with different insights/perspectives.<br>2. Better prepared for negative behaviors.<br>3. More sensitive to student needs.<br>4. More aware of self esteem issues. |
| Computer Technology (7) | 44 | 1. Knowledge about and availability of various computer software programs. | 1. None: No access to computers in most schools. | 1. None: No access to computers in most schools. |
| Poets in Public Service (8) | 50 | 1. Hands-on communication with students through poetry. | 1. Poetry incoporated into curriculum.<br>2. More theatre workshops at school. | 1. More confident in teaching poetry.<br>2. Humerous when appropriate. |
| Orton Society (4) | 100 | 1. Orton techniques for reading, writing, spelling instruction.<br>2. Knowledge about L.D. | 1. Implementing Orton techniques in class.<br>2. Integrating skills into lesson plans.<br>3. Incorporating ideas into curriculum. | 1. Better approach to help students with life skills. |
| Team Conferencing (21) | 78 | 1. Sharing ideas and techniques with professionals from other schools.<br>2. How to implement team conferencing. | 1. Implementing team conference model.<br>2. Team conference meetings stronger; more effective. | 1. Improved communication among team members.<br>2. Better understanding of students' needs. |
| Resource Room Series (6) | 43 | 1. Presenters' knowledgeable/ interesting/enjoyable.<br>2. How to motivate Resource Room students. | 1. More interaction with students.<br>2. Restructured students' assignments. | 1. More structured approach.<br>2. More consistent with students.<br>3. Improved attitude. |
| Math Series (2) | 10 | 1. Use of some manipulatives. | 1. Using some of the manipulatives. | 1. Less lecturing.<br>2. Getting students more involved. |





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## Table C-1
## Follow-up Survey of District-Based SIG Workshops: 1992-93
## Implementation of Training
## N=68

| Workshop Title<br>Number Respondents | Percent Participant Return | Aspects of Training of Greatest Value to Respondents | Changes/Improvements in Instructional Program | Changes in Respondents' Behavior |
|---|---|---|---|---|
| Coping With Stress<br>(N=9) | 50 | 1. Methods for relieving stress.<br>2. Sources of stress. | 1. Using stress reduction methods.<br>2. Promoting self-esteem in students. | 1. Have become a more active listener.<br>2. More calm/patient/relaxed with students. |
| Stress Management<br>(N=33) | 32 | 1. Stress Management techniques.<br>2. Relaxation exercises. | 1. Practicing stress-reduction methods.<br>2. More aware of stressful situations. | 1. More aware of presentation.<br>2. Better able to deal with personal stress.<br>3. More sensitive to students' needs. |
| DeskTop Publishing<br>(N=4) | 50 | 1. How to use Word Perfect with S.E.students.<br>2. Hands-on experience. | 1. More expertise and information to transfer to students. | 1. More computer-literate. |
| Starting Over<br>(N=16) | 81 | 1. All aspects.<br>2. Techniques for teaching reading, vocabulary, and word attack skills. | 1. Implementation of reading strategies.<br>2. Changed methodology.<br>3. Use of Starting Over Guides to teach vocabulary, decoding, spelling. | 1. More positive/aware of students' needs.<br>2. More aware of appropriate teaching materials. |
| Science Workshop<br>(N=5) | 50 | 1. Teaching strategies.<br>2. Science games and experiments. | 1. Use of mapping to review exams.<br>2. Use of games and hands-on experiments.<br>3. Increased collaboration with other teachers. | 1. More concerned about students' behavior. |
| Creative Writing*<br>(N=1) | — | Not applicable | 1. Students' creative writing improved. | Not applicable |

* See Table 1 in appendix A.

# APPENDIX C

# TABLES SUMMARIZING RESULTS OF THREE FOLLOW-UP SURVEYS

Table C-3
Follow-up Survey of District-Based SIG Workshops: 1991-92
Implementation of Training
N=104

| Workshop<br>Number of Respondents | Percent of Participant Return | Aspects of Training of Greatest Value to Respondents | Changes/Improvements in Instructional Program | Changes in Respondents' Behavior |
|---|---|---|---|---|
| Caribbean Literature<br>(N=10) | 64 | Variety of responses include:<br>• awareness of cultural materials<br>• opportunity to interact in a multicultural focus.<br>• using journal as a teaching strategy. | 1. Added books and short stories on Caribbean experiences/literature.<br>2. Made changes in lesson plans.<br>3. Reinforced use of manipulatives. | 1. Increased awareness of Caribbean literature.<br>2. More respect for other cultures. |
| Multi-Media in the Classroom<br>(N=41) | 37 | 1. Working with media materials.<br>2. Using overhead transparencies.<br>3. How to buy/use the VCR/Camcorder.<br>4. New techniques to motivate students. | 1. Producing multi-media to enhance lessons/curriculum.<br>2. Creative use of overhead projector.<br>3. Making videos for class lessons. | 1. More confident using video camera in classroom.<br>2. More demonstrations/less talking. |
| Multi-Cultural Workshop<br>(N=13) | 43 | 1. Exposure to and learning about other cultures.<br>2. Participant interaction and sharing.<br>3. Visits to places of cultural interest.<br>4. Hands on activities. | 1. Using conflict mediation strategies.<br>2. Better planning for developing cultural awareness.<br>3. Greater use of Afro-American cultural/community resources. | 1. Increased awareness of/ sensitivity to/understanding of different cultural groups.<br>2. More positive interpersonal relations with people of all races. |
| Learning Styles<br>(N=15) | 75 | 1. Application of learning style theory.<br>2. Adapting instruction to individual learning styles.<br>3. Making/Using hands-on materials. | 1. Greater use of learning style techniques.<br>2. Restructured classroom environment. | 1. Greater awareness of/sensitivity to individual learning styles.<br>2. More flexible approach to teaching.<br>3. More enthusiastic about use of concrete materials. |
| Study Skills<br>(N=25) | 38 | 1. Distribution of hands-on materials.<br>2. Application of study skill techniques for different children.<br>3. Hands-on computer training. | 1. Using more study skill strategies.<br>2. Emphasizing/preparing/studying for exams. | 1. Better able to understand/cope with students' frustrations.<br>2. More patient with students.<br>3. Listens more carefully to students. |







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APPENDIX D

## Table D-1

### Survey of Central DAC Members

| Strategies used to encourage teachers and paras to participate in SIG activities | Factors that have had a positive impact on enrollment | Factors that have a negative impact on enrollment | Pedagogical areas that have engendered greatest interest | Policies/practices that have impeded ability to increase SIG participation | Extent to which staff development plans and ideas have been shared with other DACs |
|---|---|---|---|---|---|
| •School advisory liaisons distribute workshop schedules to S.E. departments<br><br>• Workshops/courses advertised via flyers and announcements<br><br>• Menus of scheduled workshops distributed to S.E. departments<br><br>• Offer on-site workshops<br><br>• Offer after-school per session workshops<br><br>• Have S.E. A.P.s distribute training information<br><br>• Set up DAC bulletin board at each school<br><br>• Utilize school liaisons to speak about SIG at monthly department meetings<br><br>• School liaisons discuss ongoing SIG activities with S.E. staff<br><br>• SIG initiatives discussed at regularly scheduled meetings (e.g., Resource Room Advisory Council, S.E. A.P.s, S.E. department)<br><br>• Interest inventories disseminated to all S.E. staff in spring through school liaisons | • Per session rate preferred over trainee rate<br><br>• Workshops centrally located<br><br>• Popular topics (e.g., Crisis Intervention, Multiculturalism, Child Abuse)<br><br>• Distribution of materials announced in advance of workshop<br><br>• Locations with parking availability<br><br>• Training during school hours, except for per session rates after school<br><br>• Lesson resource materials on adapted course outlines<br><br>• Number of training sessions kept below five | • No reimbursement- - though less important when topic is interesting enough<br><br>• Trainee rate of reimbursement instead of per session rate<br><br>• Not all people are available for after-school training<br><br>• SIG program poorly promoted on school level<br><br>• Difficulties in updating mailing lists (i.e., change-of-address, change of school)<br><br>• Workshops for which participants are paid trainee rate but offered no tangible help with implementation | • Use of computers popular in four districts<br><br>• Behavior and stress management popular in three districts<br><br>• Adapting course outlines in Math, Science and Social Studies popular in three districts<br><br>• Other topics that engendered interest were:<br>- Starting Over (reading)<br>- Study Skills<br>- Multiculturalism<br>- Learning/teaching Styles<br>- Teacher/Para Teamwork<br>- Alternative Teaching Techniques<br><br>• On-site programs that used outside resources such as LEAP and Theater for New Audiences | • Trainee rate for after school workshops not sufficient incentive<br><br>• Poor public relations<br><br>• Releasing staff for training during school hours<br><br>• Lack of interest/ cooperation from school administrators<br><br>• Difficulties for program speakers to meet vendor requirements<br><br>• Not enough time at central DAC meetings to invite guest speakers<br><br>• Variation among schools in length of school day | • Primary forum is at monthly meetings of Central DAC Committee<br><br>• All districts were invited to attend the Bronx "Share Your Success" conference<br><br>• Distribution of "menus" of offerings by BASIS district<br><br>• Sharing resources and contacts via the telephone |





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